

**PALMETTO**  
305 O'Neal St.  
Mullins, SC 29574

**GRADES** 7-8 Middle School

**ENROLLMENT** 379 Students

**PRINCIPAL** Fannie L. Mason 843-464-3730

**SUPERINTENDENT** R. Jerry Leviner, Ph.D. 843-464-3700

**BOARD CHAIR** Mr. Samuel McMillan 843-464-3700

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	22	5

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

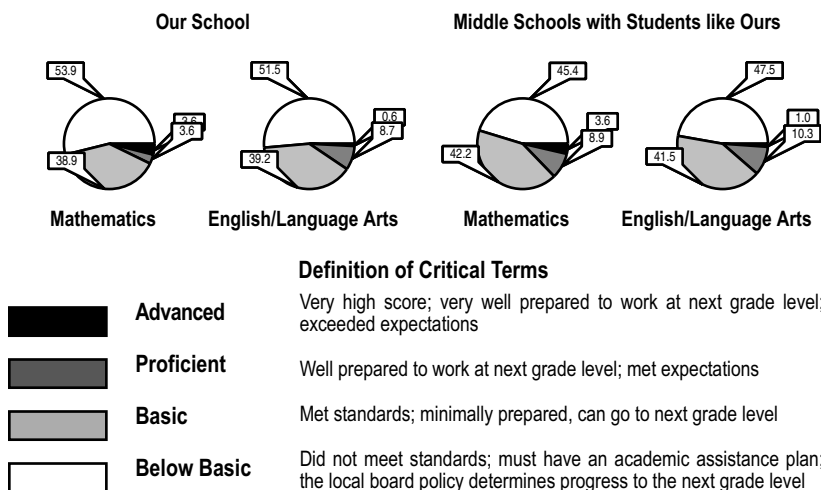
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	27	158	64
Percent satisfied with learning environment	74.1%	50.0%	79.4%
Percent satisfied with social and physical environment	80.8%	62.1%	58.3%
Percent satisfied with home-school relations	29.6%	77.9%	58.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	351	99.4	51.5	39.2	8.7	0.6	9.3	17.6
Gender								
Male	188	98.9	59.2	34.1	6.1	0.6	6.7	17.6
Female	163	100.0	42.6	45.2	11.6	0.6	12.3	17.6
Racial/Ethnic Group								
White	98	99.0	37.6	47.3	12.9	2.2	15.1	17.6
African-American	252	99.6	57.1	35.8	7.1	N/A	7.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	278	99.3	45.4	42.7	11.1	0.8	11.8	17.6
Disabled	73	100.0	73.6	26.4	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	351	99.4	51.7	39.0	8.8	0.6	9.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	351	99.4	51.7	39.0	8.8	0.6	9.4	17.6
Socio-Economic Status								
Subsidized meals	256	99.6	55.2	38.4	6.4	N/A	6.4	17.6
Full-pay meals	93	98.9	40.5	41.7	15.5	2.4	17.9	17.6

Mathematics								
All students	351	100.0	53.9	38.9	3.6	3.6	7.2	15.5
Gender								
Male	188	100.0	54.7	37.4	3.9	3.9	7.8	15.5
Female	163	100.0	52.9	40.6	3.2	3.2	6.5	15.5
Racial/Ethnic Group								
White	98	100.0	39.8	45.2	6.5	8.6	15.1	15.5
African-American	252	100.0	59.2	36.7	2.5	1.7	4.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	278	100.0	48.9	42.0	4.6	4.6	9.2	15.5
Disabled	73	100.0	72.2	27.8	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	351	100.0	54.4	38.4	3.6	3.6	7.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	351	100.0	54.4	38.4	3.6	3.6	7.3	15.5
Socio-Economic Status								
Subsidized meals	256	100.0	57.2	38.8	2.4	1.6	4.0	15.5
Full-pay meals	93	100.0	44.0	39.3	7.1	9.5	16.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	184	N/A	38.9	55.6	5.6	N/A	5.6
	Grade 8	143	N/A	43.7	45.8	9.9	0.7	10.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	176	99.4	53.0	34.5	11.3	1.2	12.5
	Grade 8	175	99.4	50.0	44.0	6.0	N/A	6.0

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	184	N/A	60.1	33.3	6.0	0.5	6.6
	Grade 8	143	N/A	59.9	34.5	4.2	1.4	5.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	176	100.0	61.9	28.6	4.8	4.8	9.5
	Grade 8	175	100.0	45.8	49.4	2.4	2.4	4.8

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 379)				
Students enrolled in high school credit courses (grades 7 & 8)	3.7%	Down from 4.0%	7.2%	14.4%
Retention rate	0.3%	Down from 7.3%	3.9%	2.3%
Attendance rate	97.6%	Up from 95.3%	94.7%	95.2%
Eligible for gifted and talented	5.0%	Down from 10.0%	6.3%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	21.9%	Down from 22.0%	16.3%	14.1%
Older than usual for grade	15.8%	Up from 11.6%	7.2%	4.9%
Suspended or expelled	9.2%	Down from 10.7%	2.5%	1.3%
Annual dropout rate	0.3%	No change	0.0%	0.0%

Teachers (n= 21)				
Teachers with advanced degrees	28.6%	Down from 52.2%	42.5%	47.1%
Continuing contract teachers	81.0%	Down from 91.3%	78.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	75.8%	Down from 78.4%	80.7%	84.3%
Teacher attendance rate	93.8%	Down from 95.2%	94.9%	95.0%
Average teacher salary	\$34,297	Down 8.7%	\$38,578	\$39,924
Prof. development days/teacher	10.8 days	Down from 11.2 days	11.2 days	10.7 days

School				
Principal's years at school	1.0	Down from 7.0	2.0	3.0
Student-teacher ratio	23.1 to 1	Up from 17.4 to 1	19.9 to 1	21.0 to 1
Prime instructional time	89.7%	Up from 88.5%	88.3%	88.9%
Dollars spent per pupil*	\$6,375	Down 8.0%	\$6,381	\$5,854
Percent spent on teacher salaries*	58.4%	Down from 61.8%	60.1%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	67.3%	Down from 74.6%	91.6%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2002-2003 school year has been one of tremendous growth for Palmetto School's students and staff. Administrative leadership changed along with many programs and instructional strategies and procedures. With a high level of our students receiving free and reduced lunch and Marion County still being in an economic crisis with high unemployment rates, we have sought many ways to close the achievement gap. We have provided added resources to support and improve student performance. A partnership with Arvin Meritor, a local industry, helped us provide over 30 tutors for students in math. We also pulled from other community resources with teachers having community visitors into their classrooms each nine-week period.

We worked diligently to improve our students' skills in math and language arts. Students were required to keep a reading log indicating that they had read at least 20 minutes each night to an adult. Parents were asked to sign this log to show their involvement. "Quick Writes" across the school were done each month by every student in the school. We used benchmark testing in all subject areas. The results from the tests were used to direct instruction for acceleration and for overall planning. Teachers were introduced to data analysis and its benefits to the educational process. Data was collected and used in many areas. Accelerated Math was implemented while the Accelerated Reader program was enhanced. A \$10,000 literacy grant helped us upgrade our media selections. The adoption of new math books and summer correlations in math helped improve the instruction in the classroom. Outlined classroom structures for all core subjects were developed. This along with teaming and common planning time resulted in more effective classroom instruction.

We worked diligently to get our parents involved. Each week, teachers sent home student work as well as a letter giving information on assignments for the upcoming week. Teachers also made two or more contacts per week with parents. Letters were sent home and conferences were held regularly to keep parents informed and to encourage student success. We truly believe our efforts to "Leave No Child Behind" have been enhanced by the dedication of our staff. This year's hard work and dedication have provided growth for both staff and students at Palmetto School.

Fannie L. Mason, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.